

# Unit - 4



## Warm Up



Look at the image given below.



- ❖ Pick out the qualities that you possess and qualities that you expect from your siblings / friends.
- ❖ Work in pairs, find out the mutual qualities that you and your friend share. Justify your top priority with his / hers.
- ❖ Discuss in groups the need for human values.

# 4

## The Attic

Satyajit Ray

Prose

It is natural for human beings to make mistakes. When we realise our mistakes, we should try to rectify them. If you get a chance to rectify your mistake or pay back for it..... what would you do and how would you correct it?

Aditya and I were returning from the site of our new factory at Deodarganj. We were driving along National Highway 40. We had reached a point where the road **bifurcated**. If we drove ten kilometres along the road that branched off to the right, we would reach Bramhapur. I asked Aditya whether he was interested in revisiting the place of his birth, which he had left after he had passed the matriculation examination from the local school to continue his studies in Calcutta.



‘When I left our ancestral house, twenty-nine years ago, the house was almost two hundred years old,’ recollected Aditya. ‘I doubt if even the school building, which may have undergone many changes, will be recognisable any more. Trying to **revive** old childhood memories may prove disappointing!’

But he said he wished to visit the tea shop of Nagen Uncle, if it still existed, and have a cup of tea there.

So we took the turning to the right and decided to drive to Bramhapur, of which Aditya’s ancestors were once the zamindars.

- When did Aditya leave the local school?
- Why did Aditya think that the school would not be recognisable?

Aditya’s father had left the ancestral home and moved to Kolkata, where he had set up his own business. After his death, Aditya was looking after it, and I was his friend and business partner.

It was the month of Magha, that is January – February by the English calendar – the middle of winter. By my watch, it was 3:30 in the afternoon. The sun was **soothing**. On either side of the road were paddy fields, as far as the eye could see. Harvest was over and there had been a good crop that year.

After about ten minutes, we came to the local school. Beyond the iron gates were the playing field and the two-storeyed

school building. We got down from the car and stood in front of the gate.

- c. Who were Aditya's ancestors?
- d. How was the landscape through which they travelled.
- e. What did Aditya visit?

I asked Aditya whether everything was still the same. He replied that everything had changed.

'Our school used to be one-storeyed, and a new building has come up, which wasn't there.'

'Were you not a good student?' I asked.

'Yes, but my position was always second,' he replied. We decided to go and have tea at Nagen uncle's tea shop, which stood next to a grocery shop and opposite a temple dedicated to Lord Shiva. Soon, we caught sight of 'Nagen's Tea Cabin' written on a signboard over the shop.

The owner of the tea shop, now over sixty, a little **rustic** in appearance, with his white neatly-combed hair and clean look, was the same as before. He was wearing a dhoti and a blue striped shirt that could be seen from under a green shawl.

Not recognising Aditya, he asked us where we had come from.

'Deodarganj,' Aditya replied. 'We are on our way to Kolkata.'

A little surprised, Nagen uncle asked why we were there.

'To have tea at your shop,' said Aditya. 'Certainly, besides tea, I have biscuits and savouries.'



'Give us two *nankhatai* each.'

- f. Where was Nagen uncle's shop?
- g. Besides tea, what did Nagen uncle have in his shop?

We sat on two tin chairs. There was only one other customer sitting at a corner table, neither eating nor drinking tea, but sitting with his head bent, as though he were sleeping.

Addressing him as Mr Sanyal, Nagen uncle reminded him to go home, as it was already 4 p.m. Other customers would soon be coming. Addressing us he said, with a wink in his eye, 'A little hard of hearing. Cannot see well either. But has no money to buy spectacles.'

From his reaction to this speech, I began to wonder whether Mr Sanyal was not a little crazy as well, because suddenly he stood up, stretched himself and, raising his lean right arm, and with eyes **dilated**, began to recite a poem by Tagore – Panraksha ('Keeping of a Promise'). Having recited the poem, he left the place, making the gesture of Namaste with his hands, to nobody in particular.





h. What did Nagen uncle tell about Sanyal?

i. In what way was Mr. Sanyal's behaviour strange?

I noticed a sudden change in Aditya's expression and I asked him the reason for it. Without answering me, he asked Nagen uncle who the gentleman was and what he did.

Nagen uncle replied, 'Sasanka Sanyal. What can be done? He leads a cursed life – gone crazy, I think, but has not forgotten any incident of the past. Sold his lands to get his only daughter married. He lost his wife and only son last year. Since then he is somewhat changed – not really normal.' 'Where does he stay?'

'He stays with a friend of his father's – Jogesh Kabiraj. Sasanka comes here, has tea and biscuits and always remembers to pay – having an acute sense of self-respect. But how long things will remain like this, I don't know.'

j. What did Nagen uncle tell about Sanyal's past life?

k. How did Sanyal show that he had a sense of self-respect?

Having paid our bill and **ascertained** the location of Jogesh Kabiraj's house, we got into the car. Aditya was at the wheel. He expressed the wish to visit his house. 'So you do want to see your house after all?' I said.

'It has become essential to do so,' Aditya replied. His nerves seemed **overwrought**

for some reason. We soon reached the house, which was surrounded by high walls. Even from the ruins, one could easily imagine how grand it must have been once upon a time.

We entered the building, climbed up the stairs and reached the **attic** on the second floor of the house.

'This was my favourite room,' said Aditya. The attic has always been a favourite with children. It is in the attic that the child seems to be in a world of its own.

A portion of a wall of the attic had **crumbled** down, and through the 'window' that had been created, we could see the sky, the fields, a part of the rice mill, the **spire** of the old temple. In the whole house, the attic had probably been the worst hit by wind and weather. The floor was strewn with twigs and straw and pigeon droppings. Among other things, there was a broken cricket bat, the remains of an armchair and a wooden packing case.



Aditya got on top of the packing case and pushed his hand inside the ventilator, thus upsetting a sparrow's nest, a part of which fell to the ground. However, he heaved a sigh of relief when he had got what he had been looking for. When I

asked him what it was, he said, 'You'll get to know very soon.'

l. Why was the attic 'a favourite place' for the children?

m. What did Aditya do on reaching the attic?

We next went to a jeweller's to find out the weight of the article. The jeweller remarked that it was an antique. Our next stop was the house of Jogesh Kabiraj. Though I was a little curious, I didn't ask Aditya anything.

We entered the house and went to the room where Sasanka Sanyal stayed. Sasanka *uncle* was busy reciting verses from Tagore. When he had finished, Aditya asked, 'May we come in?' He turned and faced us.



'No one visits me,' he said in an **unperturbed** manner.

'Would you mind if we come in?'

'Come in.'

Except for a *charpoy* there was nothing else to sit on, so we remained standing.

'Do you remember Aditya Narayan Chowdhury?' Aditya asked him.

'Of course,' said the gentleman. 'The spoilt child of **affluent** parents! Was a fairly good student but could never beat me. He was extremely jealous of me. And he used to tell lies.'

'I know,' said Aditya. He then took out a packet from his pocket and handing it over to him, said, 'This is for you, from Aditya.'

n. What did the jeweller say about the article?

o. Was Sanyal happy about his visitors?

'What is it?' he asked.

'Money.'

'Money? How much money?'

'One hundred and fifty rupees. He has said that he will be happy if you accept it.'

'Shall I laugh or cry? Aditya has given me money! Why this sudden generosity?'

'Man does change with time. Perhaps Aditya is not the same Aditya as before?'

'A change? I got the prize. He could not bear it. He took it from me to show his father and never returned it to me. Said that there was a hole in his pocket and it had fallen through it.'

'This is the price of the medal. It is yours.'

Sasanka Sanyal was amazed. He stared at Aditya and said, 'The price of the medal? That could not be more than five rupees. It was a silver medal.'

'Silver is now thirty times costlier than before.'



‘Really? I had no news of that. But ...’

Sasanka uncle looked at the fifteen ten-rupee notes in his hand and then looked at Aditya. There was a completely new expression on his face. He said, ‘Aditya, this **smacks** too much of charity. Doesn’t it?’

We remained silent. Peering intently at Aditya, Sasanka Sanyal smiled and said, ‘I had recognised you at Nagen *uncle*’s tea shop by that mole on your right cheek. I could see you had not recognised me. So I recited the same poem that I had recited on the prize-giving day, on purpose, so that you may remember. Then, when you came to visit me, I couldn’t help venting my anger on you.’

‘You have done the right thing. Your grievances are absolutely justified. But I will be happy if you accept the money,’ said Aditya.

Sasanka Sanyal shook his head and said, ‘No. Money will soon be spent. I would have preferred to have the medal if it were possible. I would have forgotten that unpleasant incident of my childhood if I could get the medal back.’

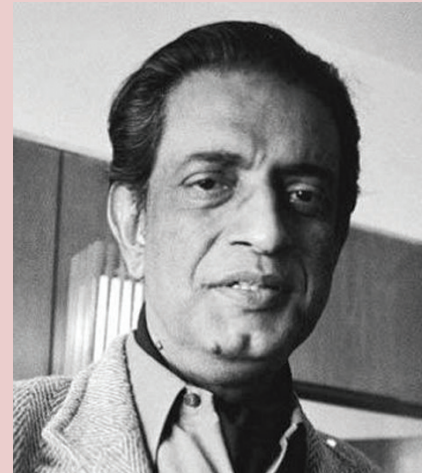
So, the medal that had been hidden in the attic for twenty-nine long years was eventually restored to its owner.

‘Sriman Sasanka Sanyal – Special Prize for Recitation - 1948’ was still clearly engraved on it. **(Translated from the Bengali story Chilekotha)**

p. Why did Sanyal recite the poem in the tea shop earlier?

q. What was engraved on the medal?

#### About the Author:



**Satyajit Ray** (1921 - 1992) was an Indian film maker, screen writer, graphic artist, music composer and author. He was born in Kolkatta. He authored several short stories and novels meant primarily for young children and teenagers. He revived the children’s magazine ‘Sandesh’ (which his grandfather had started in 1913) and edited it until his death in 1992. Ray was more interested in writing, rather than film making. His stories have been translated in Europe, the United States and many other countries. Ray received many awards including 32 National Film Awards by the Government of India, notably the Padma Bhushan in 1965 and the highest civilian honour ‘Bharat Ratna’ shortly before his death.

**Nankhatai** – Nankhatai is an authentic Indian sweet which is popular in India and Pakistan.



## Glossary

**bifurcated** (v) – divided into two

**revive** (v) – to bring something back to life

**soothing** (v) – making someone feel calm

**rustic** (adj.) – typical of the countryside

**dilated** (v) – widened than usual

**ascertained** (v) – confirmed

**overwrought** (adj.) – state of being upset

**attic** (n) – the space or room at the top of a building, under the roof

**crumbled** (v) – broken

**spire** (n) – a tall, pointed structure on top of a building, especially on top of a church tower

**unperturbed** (adj.) – undisturbed

**affluent** (adj.) – wealthy

**smacks** (v) – drive or put forcefully into or on to something

**A. Answer the following questions in two or three sentences.**

1. Write a few lines about the owner of the shop.



2. What was the daily routine of Sanyal?
3. Why was there a sudden change in Aditya's expression?
4. Why did Aditya decide to visit his ancestral home?
5. What was the condition of the attic?
6. When did Aditya heave a sigh of relief? Why?
7. Why did Aditya and his friend go to the jeweller?
8. What did Aditya offer Sanyal?
9. "Your grievances are absolutely justified." Who says this to whom? Why?

**B. Answer in detail the following questions in about 100-150 words.**

1. Give a detailed account of all thoughts and questions in the narrator's mind while accompanying Aditya from the tea shop to Sanyal's house?
2. 'Man does change with time' - What were the various changes that came about in Aditya?
3. Give a brief character sketch of Sasanka Sanyal.





## Vocabulary

### Compound Words

Read these sentences:

- Beyond the iron gates were the playing field and the *two-storeyed* school building.
- The owner of the tea shop, now over sixty, a little rustic in appearance, with his white *neatly-combed* hair and clean look, was the same as before.
- His nerves seemed *overwrought* for some reason.

The words in italics are *Compound words*. A compound word is a combination of two or more words that function as a single unit of meaning.

**C. Complete the following table with two more compound words.**

❖ Noun + Noun	kitchen garden, _____
❖ Noun + Verb	mouthwash _____
❖ Verb + Noun	watchman _____
❖ Preposition + Noun	overcoat _____
❖ Gerund + Noun	bleaching powder _____
❖ Noun + Gerund	housekeeping _____
❖ Adjective + Preposition + Noun	good for nothing _____
❖ Noun + Preposition + Noun	mother-in-law _____

**D. Combine the words in column A with those in column B to form compound words as many as you can.**

Column A	Column B
rain	light
snow	thing
star	fall
draw	ball
play	back
lottery	ticket
under	walk
man	note
side	world
foot	hole

**E. Form compound words from the boxes given below and fill in the blanks in the sentences that follow with the appropriate compound words.**

waiting	out	income
green	sun	room
tax	alarm	dry
traffic	wall	house
clock	jam	glasses
hair	cleaning	cut
put	paper	

- Siva visited the hair stylist to have a clean \_\_\_\_\_.
- Tharani had given the sarees for \_\_\_\_\_.
- The \_\_\_\_\_ effect is a natural process that warms the earth's surface.
- Never wait for an \_\_\_\_\_ to wake you up.
- The children were late to school as there





- was a \_\_\_\_\_ near the toll plaza.
6. The government expects every individual to promptly pay the \_\_\_\_\_.
7. People usually wear \_\_\_\_\_ during summer.
8. The patients were asked to sit in the \_\_\_\_\_ until the doctor arrived.
9. With teamwork we are able to multiply our \_\_\_\_\_.
10. The room was looking bright with the colourful \_\_\_\_\_.

3. practice \_\_\_\_\_
4. technology \_\_\_\_\_
5. fashion \_\_\_\_\_
6. different \_\_\_\_\_
7. child \_\_\_\_\_
8. national \_\_\_\_\_
9. origin \_\_\_\_\_
10. enjoy \_\_\_\_\_

(ii) **Frame sentences of your own using any five newly formed words.**

## AFFIXES

**Read the following lines taken from the text:**

In the English language, new words can be formed by a process called affixation. Affixation means adding affixes to the root word to form a new word. Affixes can be classified into prefix and suffix. If an affix is attached to the beginning of a word, it is called a Prefix. If an affix is attached to the end of the word, it is called a Suffix.

### Exampels:

#### Prefixes:

illiterate, disqualify, supernatural, suburban, malnutrition.

#### Suffixes:

childhood, ability, examination, establishment, slavishly.

**F (i) Form new words by adding appropriate prefix/suffix:**

1. accurate \_\_\_\_\_
2. understand \_\_\_\_\_

**G Fill in the blanks by adding appropriate prefix/suffix to the words given in brackets.**

1. He was sleeping \_\_\_\_\_ in his couch. (comfort)
2. Kavya rides a \_\_\_\_\_ to school. (cycle)
3. There was only a \_\_\_\_\_ of people in the theatre. (hand)
4. It is \_\_\_\_\_ to cut sandalwood trees. (legal)
5. The \_\_\_\_\_ of the President has been expected for the last half an hour. (arrive)
6. The man behaved \_\_\_\_\_ in front of the crowd. (normal)
7. Swathy had no \_\_\_\_\_ of visiting the doctor. (intend)
8. The bacteria are so small that you need a \_\_\_\_\_ to see them. (scope)



## Grammar

### Conjunctions



- ❖ Conjunctions are also known as connectors or linkers or link words.
- ❖ We use Conjunctions to join words, a group of words or sentences.
- ❖ There are three types of Conjunctions



### Coordinating Conjunctions



Coordinating Conjunctions link two groups of words that independently make sense.

**Examples:** and, or, for, otherwise, so, but, yet, still, as well as, etc.

### Subordinating Conjunctions



These Conjunctions help us to introduce Subordinate Clauses. They are also used to join Subordinate or dependent Clauses to Main clauses.'

**Examples:** when, though, although, since, until, till, after, as, before, if, unless, whereas, while, in case, as long as, as soon as, as much as, therefore, so that, because, as if, however, etc.

### Correlative Conjunctions



These Conjunctions are always used in pairs. The two Connectors in each sentence that are related to each other are known as 'Correlative Conjunctions'.

**Examples:** neither.....nor, either.....or, not only.....but also, scarcely.....when, both.....and, no sooner.....than, such.....that, etc.

## Conjunctions And Their Functions

Conjunctions	Functions
and, not only, but also, as well as, moreover, furthermore, besides, in addition to	to add information
Since, as, for, because, since then, before that, after that	to indicate cause/reason
but, yet, still, nevertheless, on the other hand, though, although, even though, however, on the contrary	to express contrast
therefore, consequently, then, so, so that, hence, thus	to show result or purpose
when, while, after, before, till, until, as soon as, as long as	to indicate time
if, unless, whether, in case, provided that	to add condition
or, either.....or, neither.....nor, otherwise, or else	to express choice
Likewise, similarly	to denote comparison
where, wherever	to denote place

Now, let us see various types of Conjunctions and practise how to use them in sentences.

### I. Coordinating Conjunctions:



1. I rang up but he didn't speak to me.
2. Slow and steady wins the race.
3. Finish your work or you will not be sent home.
4. The child was ill so he was admitted in the hospital.
5. He is rich for he is hard-working.

### II. Subordinating Conjunctions:



1. Unless you work hard, you cannot secure good marks.
2. Wait till I return.
3. He is honest, though he is poor.
4. As John is very weak, he is not able to walk fast.
5. I will return home after sunset.
6. My uncle entered my house, while I was doing my homework.

### III. Correlative Conjunctions:



1. Sheeba is both a singer and a dancer.
2. Neither Jane nor Ram has attended the function.
3. No sooner did the teacher enter the class than the boys stood up.
4. Scarcely had they gone out when it started raining.
5. The car is not only economical but also feels good to drive.

## EXERCISE:

### A. Complete the sentences given below choosing the right connectors given in brackets.

1. Call me \_\_\_\_\_ you need money. (so that, in order that, in case)
2. I forgot \_\_\_\_\_ I had to meet the Principal. (whether, that, if)
3. \_\_\_\_\_ he is ninety years old, he is in the pink of health. (when, since, though)
4. It is raining. Take an umbrella \_\_\_\_\_ you will get drenched. (or else, and, but)
5. They faced many hardships \_\_\_\_\_ they are always cheerful. (although, nevertheless, otherwise)

### B. Fill in the blanks with the connector that goes with the underlined words.

1. Both the minister \_\_\_\_\_ the officers visited the affected areas.
2. Jaya teaches not only English \_\_\_\_\_ Science.
3. Either Raghu \_\_\_\_\_ Bala will have to buy vegetables from the market.
4. No sooner did I enter the house \_\_\_\_\_ it started drizzling.

### C. Combine the pairs of sentences using appropriate connectors.

1. We came late. We did not miss the train.
2. They checked the packet twice. Then they sealed it.
3. Sita saw a snake. At once she ran away.

4. Robert completed the project. He submitted it to the teacher.
5. Yusuf was running high temperature. He could not take part in the competition.

### D. Tick the correct linker.

1. \_\_\_\_\_ he was honest, he was punished.  
though ☐ but ☐
2. Walk carefully \_\_\_\_\_ you will fall down.  
unless ☐ otherwise ☐
3. My mother called me \_\_\_\_\_ I was playing football.  
or ☐ while ☐
4. My salary is low \_\_\_\_\_ I find the work interesting.  
nevertheless ☐ similarly ☐
5. The passengers rushed to board the bus \_\_\_\_\_ it arrived.  
as soon as ☐ as long as ☐

### E. Supply suitable linkers.

1. "\_\_\_\_\_ I was alive and had a human heart, " answered the statue, "I did not know what tears were, \_\_\_\_\_ I lived in the palace \_\_\_\_\_ sorrow was not allowed to enter. My courtiers called me the Happy Prince \_\_\_\_\_ Happy Indeed I was. So I lived and \_\_\_\_\_ I died."





2. Many writers make incorrect sentences \_\_\_\_\_ they try to put sentences together. They may make grammatical errors \_\_\_\_\_ leave out important punctuation marks. Making such mistakes is quite common \_\_\_\_\_ preparing the first draft . \_\_\_\_\_ he must carefully edit his final draft.

3. In most large cities \_\_\_\_\_ towns of our country, there are special schools for girls. \_\_\_\_\_ , there are many co-educational schools \_\_\_\_\_ girls \_\_\_\_\_ boys study together. Most parents allow their daughters to attend these schools, \_\_\_\_\_ there are some parents \_\_\_\_\_ are against such schools for girls \_\_\_\_\_ the age of 14 or 15.

#### F. Rearrange the words in the correct order to make meaningful sentences.

1. as / I / healthy / are / you / am / as
2. your / today / put on / new / since / is / birthday / dress / the
3. allergic / dogs / Rani / though / is / to / of / six / she / them / has
4. speaks / Ruben / besides / German / languages / two
5. loan / apply / you / if / for / you / a / get / will / immediately / it /

#### Nominalisation

- ❖ The term "nominalisation" refers to the process of producing a noun from another part of speech by adding a derivational affix.

- ❖ A grammatical expression is turned into a noun phrase when we nominalise a sentence. For example,

(A) After 1885, trade with Europe **grew**.  
(Verb)

(B) After 1885, there was a **growth** in trade with Europe. (Noun)

In sentence B, we have used the word 'growth' which is the noun form of the verb 'grow' by adding the suffix 'th'.

#### Nominalisation can be done in three different ways.

1. We can add suffixes like -ment, -tion, -sion, -ness, -ation, -ity, -al to verbs and adjectives.

#### Examples:

admire	–	admiration
arrive	–	arrival
careless	–	carelessness
fail	–	failure
include	–	inclusion
intense	–	intensity
punish	–	punishment

2. Some words are turned into nouns without any adding suffix.

#### Examples:

bleed	–	blood
lose	–	loss
prove	–	proof
sell	–	sale
speak	–	speech

3. Some words do not undergo any change when they are used as nouns.

### Examples:

attempt	–	attempt
change	–	change
control	–	control
desire	–	desire
escape	–	escape

### G. Write the noun forms of the following words.

1. beautiful 2. breathe 3. enter 4. know  
5. deafen 6. zealous 7. familiar 8. accept  
9. dangerous

### More examples:

We have learnt how we derive noun forms from verbs and adjectives. Now, let us transform complete sentences by converting verbs and adjectives into nouns. In this process, we nominalise them, without changing the meaning of the given sentences.

1. He decided to turn down her request.

He made a decision to turn down her request.

2. The team members reviewed the matter.  
It helped them solve the problem.

The review of the matter by the team members helped them solve the problem.

### H. Complete the following sentences using the noun form of the words given in brackets

1. The boy had to give a proper \_\_\_\_\_ for being late. (explain)

2. They could make \_\_\_\_\_ about the future. (predict)

3. At one point in life, he had no \_\_\_\_\_ but to trust his friend. (choose)

4. The monuments are to be preserved because of their historical \_\_\_\_\_. (significant)

5. It is very difficult to work with so many \_\_\_\_\_ . (distract)

### I. Rewrite the sentences nominalising the underlined words. The first one has been done for you.

Ex: Students work diligently to score well in exams.

Students work with diligence to score well in exams.

1. We succeeded in our attempt.  
2. Nalini leads a happy life.  
3. She failed and it disappointed her.  
4. India became an independent country in the year 1947.  
5. The child resembles her father.

### J. Combine the pairs of sentences given below into a single sentence using the noun form of the highlighted words.

1. He is an **honest** person. Everyone likes him.  
2. Sathya gave an explanation. The police wanted her to **prove** it.  
3. He **speaks** well. It **attracts** all.



4. Suresh is always **punctual** and **regular**. It has earned him a good job.
5. The policeman **arrived** quickly. It made us happy.

**K. Complete the sentences in the paragraph using the appropriate form of words given in brackets.**

1. My sister wanted to go to Mumbai last week. She made a \_\_\_\_\_ (decide) to buy a ticket at once. As \_\_\_\_\_ (reserve) could be done online, she gave \_\_\_\_\_ (prefer) to book a ticket that way. First, she collected \_\_\_\_\_ (inform) about the \_\_\_\_\_ (arrive) and \_\_\_\_\_ (depart) of trains and airplanes.
2. A few days later, Androcles was captured by his master. He had to suffer all kinds of \_\_\_\_\_ (punish). At last, he was thrown to a lion which was in great \_\_\_\_\_ (hungry). It had been kept in an \_\_\_\_\_ (enclose) and had not been fed for several days. His friends stood there with \_\_\_\_\_ (tear) eyes as the lion rushed towards him. The lion stopped near him and stood for a while \_\_\_\_\_ (look) at him. Then it lay down by his side like a pet dog. \_\_\_\_\_ (obvious), the lion recognized Androcles and the \_\_\_\_\_ (help) he had given it.

**Phrases And Clauses**

**Finite And Non-Finite Verbs:**

Words which denote an action are known as verbs. We classify verbs into two types. They are

**1. Finite verbs:**

- a. My brother **goes** to temple daily.
- b. We have already **finished** the project.

The words printed in bold letters are finite verbs.

1. Finite verbs indicate the tense and time of actions.
2. Finite verbs undergo a change as and when the Subject (number or person) changes.

**2. Non-Finite Verbs:**

1. Non-finite verbs do not indicate the tense and time of actions.
2. Non-finite verbs do not change even when the Subject (number or person) changes.

There are three kinds of non-finite verbs.

1. An infinitive ( to + verb )
2. A gerund ( verb + ing )
3. A participle

**Example:**

- a. My son likes to watch cricket matches. (Infinitive)
- b. Playing chess is my hobby. (Gerund)
- c. Driven out of the kingdom, the king hid himself in a forest. (Participle)

## PHRASE:

### Example 1:

an intelligent boy  
a costly pen  
an interesting story

The above group of words are known as phrases. It doesn't contain a finite verb.

A Phrase is a group of words without a finite verb

## CLAUSE:

### Example 1:

a boy who is intelligent  
a pen which is costly  
a story which is interesting

The groups of words given above are clauses

A Clause is a group of words which consists of a finite verb.

### More Examples:

#### Example 1:

Having completed the work, the boy went out to play.

The underlined part of the sentence, doesn't contain a finite verb. This group of words is a Phrase.

#### Example 1:

After the boy had completed the work, he went out to play.

The underlined part of the sentence contains a finite verb. Hence, we call it a clause.

## Kinds Of Phrases:

We have three kinds of phrases according to their functions in sentences.

**1. Adjective Phrase:** It is a group of words that does the work of an adjective. It describes the noun.

### Example:

We bought chairs made of wood for our auditorium.

**2. Adverb Phrase:** It is a phrase which functions as an adverb. This Phrase supplies some information about the action.

### Example:

When the patient was taken to the emergency ward, the doctors rushed there in a hurried manner.

**3. Noun Phrase:** This is a phrase which acts as a noun.

### Example:

A boy of class X became the house captain.

**L. Identify the phrases in the following sentences and classify them as Adjective, Adverb or Noun phrases.**

1. The girl in blue saree is my sister.
2. Kohli hopes to win the trophy.
3. The train halts at every junction.
4. I have never seen such a picture.



5. She worked in an enthusiastic manner.

### Kinds Of Clauses

**1. Adverb Clause:** It modifies the verb, that is, it tells something about the action. This clause gives details about the action.

#### Example:

The students were sitting quietly in the classroom **until the teacher arrived.**

(The highlighted part of the sentence speaks about the time of the action)

**2. Noun Clause:** This clause functions as a noun.

#### Example:

**Whoever wins the contest** will get a prize.

(The highlighted portion acts as a noun here)

**2. Adjective Clause:** It acts as an adjective and describes a noun.

#### Example:

I went to the place **where I was born.**

(The highlighted words describes the place)

### M. Identify the clauses and classify them accordingly.

1. Ram bought a pen that doesn't write well.
2. Come back as soon as possible.
3. Most of her friends whom she had invited attended her wedding.
4. My brother visits my father whenever he comes to Chennai.

5. Call me in case there is an emergency.

6. Until the sun sets, the old woman cannot step out of her house.

7. She knows where I go.

8. You can go wherever you want.



## Listening

**Listen to the procedure to book on-line tickets carefully and fill in the blanks that follow. Listen to the recording twice.**

### N. Fill in the blanks :

1. \_\_\_\_\_ into your IRCTC account.
2. Fill in the information asked to you in \_\_\_\_\_ section.
3. The \_\_\_\_\_ and \_\_\_\_\_ of your journey must also be selected.
4. List of \_\_\_\_\_ trains will appear.
5. You must check on the \_\_\_\_\_ and \_\_\_\_\_ for the train of your choice.
6. Your personal details like \_\_\_\_\_ and \_\_\_\_\_ are a must.
7. After filling information and captcha click on \_\_\_\_\_ booking.
8. You can make the payment either by \_\_\_\_\_ or \_\_\_\_\_ .

\*Listening text is on Page -215



## Speaking

### Mock Press Conference:

Mock Press Conference is an event wherein the participants would pose as public figures ranging from writers to scientists, politicians to singers, sports personalities to film stars. They speak, hear and raise questions. It is a tool used to generate news, specially news that appear in print or electronic media which is prominent and relevant.

With the help of your teacher organise a mock press conference . The following steps will help you in organizing a Mock Press Conference.

1. Decide on who is going to hold the press conference.
2. Plan the date , time and venue.
3. Select and train the participants.

While addressing the conference.....

- \* Be clear and concise
- \* Avoid using rhetoric, or non verbal expressions like 'hmmm' 'ah' etc.
- \* You can use expressions like .....

#### To comment:

Don't you think.....  
Have you considered.....  
Yes that's true . I agree.

#### To describe a view point:

I feel strongly that.....  
My own view is that.....  
I'm sure you will agree with .....

#### To contradict arguments:

But that's not the point.....  
Frankly, I doubt if.....  
The problem with your point of view is that.....

#### To defend your viewpoint:

Look at the facts....  
I believe that.....  
It's clear that.....  
My reasons are that....

#### To express reservations:

I don't think I'd say that.....  
I doubt it/whether.....  
Are you sure.....

#### To paraphrase:

I get it.....  
I understand that you are saying.....  
Let me see if I understand you correctly.....  
So, what you are saying is.....

**O. Given below are the various personalities from different fields. The topic of discussions is also given. Take roles and conduct a Mock Press Conference.**

- i. Mr. Anand Tony, director of the award winning movie 'Poo', is meeting the press. Take turns to be the director and media persons. Conduct a perfect discussion.
- ii. Ms. Pavithra Rao, the squash player who won the gold medal at the recent Asian Games is holding a press conference. Let the discussion focus more on the strategies that helped her to win.

- iii. GL Home Appliances have introduced a product to purify salt water. The CEO of the company has agreed to meet the press to launch their new product.



## Reading

**Read the following letter from a parent to her son's coach and answer the questions given below:**

Dear coach,

Thanks for the special gifts that you have given to my child. You learned his name and spoke it often. You taught him the basics of the sport as well as special ways to improve and excel. Although you had a whole team of kids to mentor, you took time for individual instruction where needed.

Under your care, I have watched him transform from a timid, doubting child to a strong, happy player willing to give all for the team. Throughout the season when he gave his best, even though it was not quite enough to gain that extra point, you recognised his contribution with a pat on the back and encouraging words.

Your wise approach showed him that, although winning is a goal, there are other goals just as worthy. He learned the value of finishing what he started and joy of personal accomplishment. These attributes carried him through a season that was full of hard work and fun, discouragement and resolve, defeat and victory.

And at the very end, at the championship meet when he brought home his first place medal, you were among those who were so very proud of how far he had come. It is a victory to all of us. What amazes me is you've taught them skills that will last a lifetime. You've kindled in them a desire to excel. The medals, trophies and ribbons are all symbols of real gifts. These most certainly have had to come straight from your heart.

With appreciation,

A parent.

**P. Answer the following questions:**

1. What did the coach teach the child?
2. What values did the child learn?
3. The parents noticed some changes in the child. What were they?
4. Read the letter again and write a few lines on each of the following:
  - a) things that the coach taught....
  - b) transformation in the child.....
  - c) things that amazed the writer.....
5. Find sentences /words from the text which express the following:
  - a) The parent's earlier view of the child-
  - b) One of the qualities of the teacher-
  - c) Words related to prize-



## Writing

**NOTICE:** A notice is a formal means of communication. The purpose of a notice is to announce or display information to a specific group of people. Notices are generally meant to be pinned up on specific display boards in schools or in public places.

### How to write a notice:

1. The name of the school or the institution must be prominent. It should be clear, legible and in CAPITAL letters.
2. The name of the program for which the notice is drafted should be highlighted.
3. The date of drafting the notice, must be written on the top left/right corner of the box.
4. You can start the notice by using expressions like.....
  - ◆ This is to inform all the students.....
  - ◆ All the students are informed.....
5. You must include details such as .....
  - ◆ What/when/why/where/for whom is the programme...
  - ◆ Date of registration, last date....
6. The final sentence can be...
  - ◆ For further information, details contact.....
  - ◆ For further details contact.....
  - ◆ Contact the undersigned person....

### Sample 1.

You are Nikil/Nikitha, school pupil leader of GHSS, Trichy. Prepare a notice on behalf of your school inviting the grandparents of the students to celebrate World Elders' Day in your school auditorium on the 20th of next month.

## Notice

**GOVERNMENT HIGHER  
SECONDARY SCHOOL, TRICHY**

### World Elder's Day

15 November 20\_\_ \_\_

All the students are informed that our school is celebrating World Elders' Day on the 20<sup>th</sup> of December at 3.30 p.m. in our school auditorium. Interested students are requested to bring their grandparents for the celebration. Tea and snacks will be provided. Fun activities will also be organised.

Nikhil/Nikita  
Head Boy/ Head Girl

### Q Prepare notice for the following

- i. You are the school monitor, of Modern Matriculation School, Villupuram. Your school Principal has requested you to inform the students about a trip to Yercaud for 3 days. Prepare a notice giving the details such as date of journey, mode of transportation, amount, dress code etc.





- ii. You are the Secretary of Park Circus Residents Welfare Association. Write a notice to inform the residents of your colony of a Meditation program under the guidance of Dr. P. Ranjit with a view to understanding the self better. The program is exclusively for the residents. It will be conducted on the second Saturday of the following month from 7.00 a.m. to 9.00 a.m. at the children's park nearby .
- iii. You are Ganesh/Gayathri Head boy/ Head girl, of your school. Write a notice for your school notice board informing the students about the 'Fancy Fete' that is going to be organised in your school campus on the 10<sup>th</sup> of next month.

### Article Writing


Article writing is the process of creating non-fictional text about current or recent news. It can be items of general interests or specific topics. They are published in print forms, such as newspapers and magazines. Article writing is a skill that needs to be practised.

#### Steps involved in writing an article:


##### 1. Decide the theme:

-  Choose an interesting, relevant or a current issue.

##### 2. Decide the title:


-  The title suggests the core idea of the article. It has to be brief and captivating, kindling the interest of the readers.

##### 3. Form an outline:


-  Forming an outline of the article is very essential. It can be done in three steps:

- \*Introduction
- \*Body
- \*Conclusion


##### 4. Draft the content:

-  When your outline is complete start expanding on the title.

##### 5. Edit it:

-  Never submit an article in its first draft. Revise the article until it expresses your thoughts completely. Give it a final reading. Edit it and correct the errors.

##### 6. Final Reading:

-  Once the article is edited, give it a final read. Check if it adheres to the requirements.

##### Sample:

The following is an article by Arjun / Anjana on the causes and effects of pollution.

### Pollution a major concern

-By Arjun / Anjana

Pollution is a major issue in India. Anything added into the environment that results in producing harmful or poisonous effect on living things is called pollution. It is one of the considerable



issues for the whole world. It is a kind of impurity in natural environment that is harmful for all the living beings on earth. Pollution whether it is air, land, noise or water always has adverse effects.

India is the world's largest consumer of fuel wood, agricultural waste and biomass for energy purposes, which releases millions of tonnes of pollutants into the air every year. Vehicle emissions, another source of air pollution, get worsened by fuel adulteration and poor fuel combustion efficiencies from traffic congestion. Factories pollute air through fossil fuel emissions. These emissions include carbon dioxide, methane and nitrous oxide.

Air pollution is the main cause for the monsoon to be delayed. Air pollution is the major cause for several health hazards. It damages vegetation and animal life too.

Steps must be taken to clean smoke stacks and exhaust pipes in factories. Vehicles must be checked periodically and maintained meticulously. We can opt for renewable or alternative energy sources. Using such renewable and sustainable energy sources reduces pollution. Creating awareness is the remedial measure to check pollution.

We as responsible citizens, must willingly contribute to the reduction of air pollution. Ecological issues are an integral part of environmental issues that challenges India. So it is high time we should take stringent steps to stop pollution that affect us. It's time for action.

## R Write an article for the following

- i You are Jansi/Avinash of Class X studying in GHSS, Chengalpet. You believe that physical activities improve our health and reduce the risk of sickness. It has got immediate and long term benefits. Write an article in not more than 150-200 words for your school magazine stressing the importance of physical activities in a students' day to day life.
- ii The service provided by the conservancy workers in your city is very poor. You find all the street corners dumped with garbage thrown by the residents of the locality. It causes a menace for the public at large. You are Ramya/Rajan of Class X, studying in TM Model School, Dharmapuri. Write an article in about 150-200 words to the editor of The Indian Express, about this and suggest ways by which the situation could be improved .
- iii Recently while returning home from school you were knocked down by a speeding motorcycle. You escaped with minor injuries. You are Kishore/Kavitha of class XI, studying in GHSS, Coimbatore. Write an article to The Hindu, in about 150-200 words expressing your concern about the increasing number of road accidents due to reckless driving. Also stress the importance of following traffic rules.

## 4

## The Ant and the Cricket

*Adapted from Aesop's fables*

Poem

A fable is a traditional story that teaches us a moral lesson. Usually the characters in the fables are animals. This poem 'The Ant and the Cricket' teaches us the importance of hard work and planning.

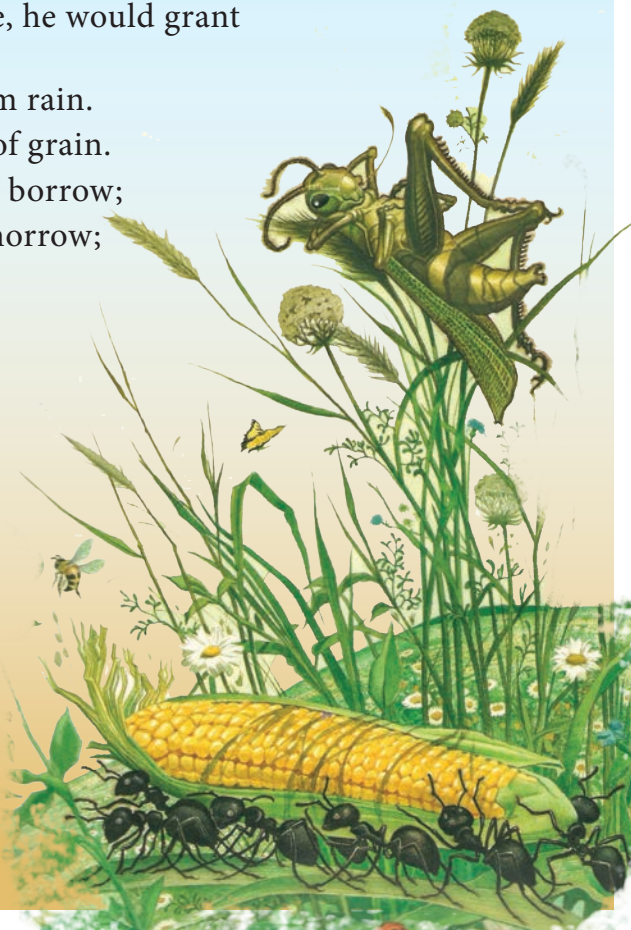
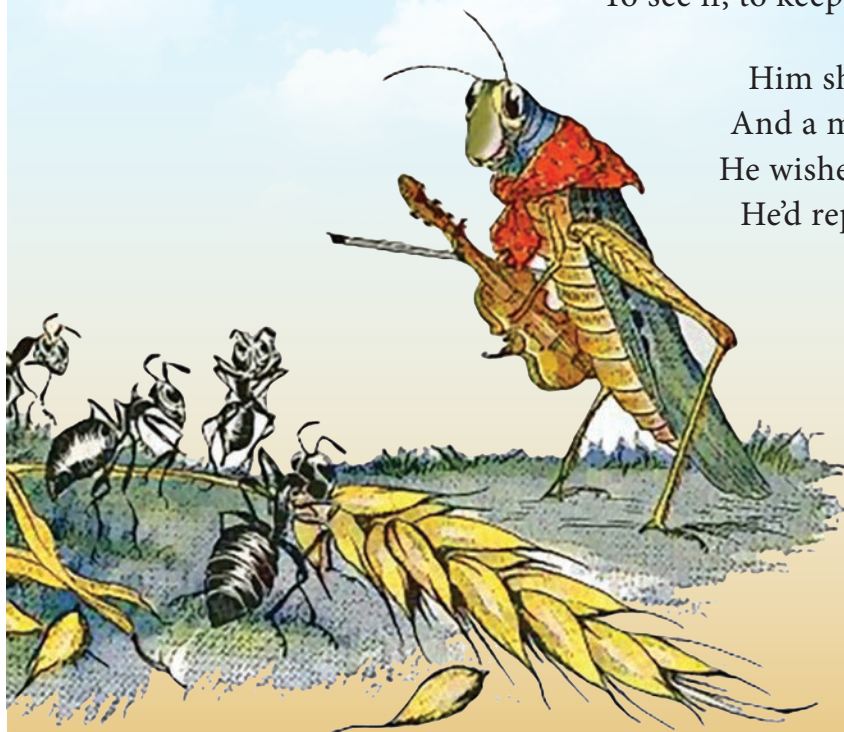


A silly young cricket, accustomed to sing  
Through the warm, sunny months of gay summer and spring,  
Began to complain when he found that, at home,  
His cupboard was empty, and winter was come.

Not a crumb to be found  
On the snow-covered ground;  
Not a flower could he see,  
Not a leaf on a tree.

"Oh! what will become," says cricket, "of me?"  
At last by starvation and famine made bold,  
All dripping with wet, and all trembling with cold,  
Away he set off to a miserly ant,  
To see if, to keep him alive, he would grant

Him shelter from rain.  
And a mouthful of grain.  
He wished only to borrow;  
He'd repay it tomorrow;







If not, he must die of starvation and sorrow.

Says the ant to the  
cricket, "I'm your servant  
and friend,

But we ants never  
borrow; we ants never  
lend.

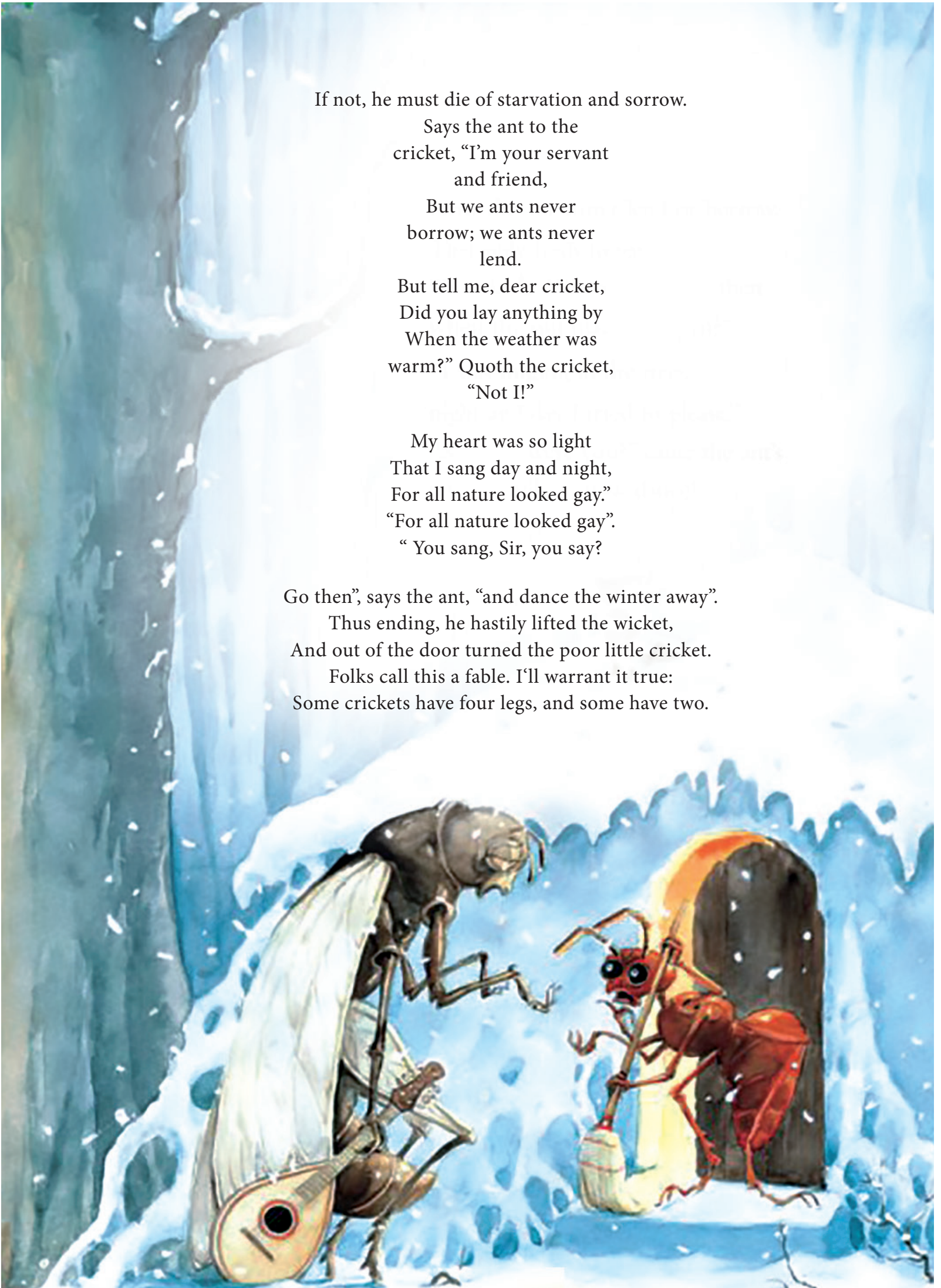
But tell me, dear cricket,  
Did you lay anything by  
When the weather was  
warm?" Quoth the cricket,  
"Not I!"

My heart was so light  
That I sang day and night,  
For all nature looked gay."  
"For all nature looked gay".  
" You sang, Sir, you say?

Go then", says the ant, "and dance the winter away".

Thus ending, he hastily lifted the wicket,  
And out of the door turned the poor little cricket.

Folks call this a fable. I'll warrant it true:  
Some crickets have four legs, and some have two.





## About the Poet



'Aesop's fables' is a collection of fables credited to Aesop, a slave and a story teller believed to have lived in ancient Greece between 620 and 564 B.C.E. These fables became popular when they emerged in print. Several stories are attributed to Aesop even today. The process of inclusion is continuous and new stories are being added. Collections of Aesop's fables were among the earliest books to be printed in many languages.



## Glossary

**accustomed to** (v) – be used to

**gay** (adj.) – glad, joyful

**crumb** (n) – piece of bread

**famine** (n) – extreme scarcity of food

**miserly** (adj.) – hesitant to spend money

**quoth** (v) – said (old English usage, used only in first and third person singular before the subject)

**hastily** (adv.) – hurriedly

**warrant** (v) – guarantee, promise

DO  
YOU  
KNOW?

Cricket- a brown or black insect related to the grasshopper but with shorter legs. It is a small insect that produces short, loud sounds by rubbing its wings together.



A. Based on your understanding of the poem, read the following lines and answer the questions given below.

1. *A silly young cricket accustomed to sing  
Through the warm,  
sunny months of gay  
summer and spring.*



- a) What was the routine of the cricket?
  - b) Name the seasons mentioned here.
2. *Began to complain when he found that,  
at home,  
His cupboard was empty, and winter  
was come.*
    - a) Who does 'he' refer to?
    - b) Why was his cupboard empty?
  3. *Not a crumb to be found  
On the snow-covered ground;*
    - a) What couldn't he find on the ground?
    - b) Why was the ground covered with snow?



4. *At last by starvation and famine made bold,  
All dripping with wet, and all trembling  
with cold,*

- a) What made the cricket bold?
- b) Why did the cricket drip and tremble?

5. *Away he set off to a miserly ant,  
To keep if, to keep him alive, he would  
grant  
Him shelter from rain,  
And a mouthful of grain.*

- a) Whom did the cricket want to meet?  
Why?
- b) What would keep him alive?

6. *But we ants never borrow;  
we ants never lend.*

- a) Why do you think ants neither borrow nor lend?
- b) Who says these lines to whom?

7. *“ Not I!  
My heart was so light  
That I sang day and night,  
For all nature looked gay.”*

- a) Who does ‘I’ refer to?
- b) What was the nature of the cricket?  
How do you know?

8. *Thus ending, he hastily lifted the wicket,  
And out of the door turned the poor  
little cricket,*

- a) The ant refused to help the cricket.  
Why?
- b) Explain the second line.

9. *He wished only to borrow;  
He’d repay it tomorrow;*

- a) Pick out the rhyming words in the above lines.
- b) Give more examples of rhyming words from the poem.

10. *My heart was so light  
that I sang day and night,  
For all nature looked gay.  
“You sang, Sir, you say”?*

- a) Mention the rhyme scheme employed in the above lines.

**B. Based on your understanding of the poem, complete the summary using the phrases given below .**

In this narrative poem, the poet brings out the idea that is essential for every creature. He conveys this message to the readers through a story of \_\_\_\_ (1) \_\_\_\_ The ant spends all its summer saving \_\_\_\_ (2) \_\_\_\_\_. The cricket \_\_\_\_ (3) \_\_\_\_\_ happily in the summer. He \_\_\_\_ (4) \_\_\_\_\_ anything for the winter. When winter comes, he is worried that his \_\_\_\_ (5) \_\_\_\_\_ is empty. So, he seeks the help of the ant to have \_\_\_\_ (6) \_\_\_\_\_ and a \_\_\_\_ (7) \_\_\_\_\_ to stay. The cricket was even prepared to repay it in the future. The ant made it clear that ants \_\_\_\_ (8) \_\_\_\_\_. He also enquired the cricket if it had saved anything when the weather was fine. The cricket answered that it had sung day and night enjoying



\_\_\_\_ (9) \_\_\_\_\_. The ant threw the cricket out and stated in a stern voice it should dance in the winter season too. In his concluding lines, the poet affirms that this is not \_\_\_\_ (10) \_\_\_\_ but it is true and applicable to \_\_\_\_ (11) \_\_\_\_ also.

(the pleasant nature, human beings, doesn't save, warm place, kitchen cupboard, just a fable, saving for future, some grains, never borrow or lend, an ant and a cricket, sings and dances)

**C. Answer each of the following questions in a paragraph about 100 words.**

1. 'Some crickets have four legs and some have two'. Elucidate this statement from the poet's point of view.
2. Compare and contrast the attitude of the ant and the cricket.
3. If given a chance, who would you want to be- the ant or the cricket? Justify your answer.

**Read and Enjoy**



**City Mouse and Country Mouse Exchange Visits**



A wealthy city mouse once came  
To view his country cousin's clutter,  
He stayed for lunch but all they ate  
Were sandwiches of peanut butter.

You call that lunch? the rich mouse said,  
Call this a house? He laughed with glee,  
Come into town tonight, he said,  
Step up a notch and visit me!

So in they went and to a house  
With walls of stone and gardens green,  
And soon were eating steaks and chops  
And every kind of haute cuisine.

This is the life! said Country Mouse,  
I've been a bumpkin long enough!  
THEN suddenly four dogs burst in  
With masters shouting, loud and gruff.

LOOK OUT! the city cousin screamed  
And dove into a bag of coal,  
The country mouse leaped to the floor  
And ran like lightning down a hole,

And never stopped until he came  
Back to his peaceful country door.  
Enough! he said, of city life,  
It's great--but not worth dying for.

**MORAL:** Peace of mind is the greatest wealth.



# 4

## The Aged Mother

Matsuo Basho

Supplementary

This Japanese folktale is also known as 'The Story of the Aged Mother'. It highlights that the aged are sharp witted. It describes the love and affection a son and his mother have for one another.



Long, long ago there lived at the foot of the mountain a poor farmer and his aged, widowed mother. They owned a bit of land which supplied them with food, and they were humble, peaceful, and happy.

The country Shining was governed by a **despotic** leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel **proclamation**. The entire province was given strict orders to immediately put to death all aged people. Those were **barbarous** days, and the custom of **abandoning** old people to die was not uncommon. The poor farmer loved his aged mother with tender **reverence**, and the order filled his heart with sorrow. But no one ever thought twice about obeying the **mandate** of the governor, so with many deep and hopeless sighs, the youth prepared for what at that time was considered the kindest mode of death.

Just at sundown, when his day's work was ended, he took a quantity of unwhitened rice which was the principal

food for the poor, and he cooked, dried it, and tied it in a square cloth, which he swung in a bundle around his neck along with a gourd filled with cool, sweet water.



Then he lifted his helpless old mother to his back and started on his painful journey up the mountain. The road was long and steep; the narrow road was crossed and re-crossed by many paths made by the hunters and woodcutters. In some place, they lost and confuses, but he gave no heed. One path or another, it mattered not. On he went, climbing blindly upward -- ever upward towards the high bare **summit** of what is known as Obatsuyama, the mountain of the "abandoning of the aged".

The eyes of the old mother were not so dim but that they noted the reckless hastening from one path to another, and her loving heart grew anxious. Her son did not know the mountain's many paths and his return might be one of danger, so she stretched forth her hand and snapping the twigs from brushes as they passed, she quietly dropped a handful every few steps of the way so that as they climbed,

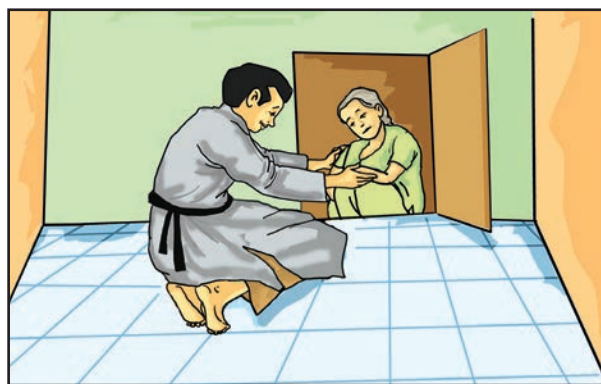


the narrow path behind them was dotted at frequent intervals with tiny piles of twigs. At last the summit was reached. Weary and heart sick, the youth gently released his burden and silently prepared a place of comfort as his last duty to the loved one. Gathering fallen pine needles, he made a soft cushion and tenderly lifted his old mother onto it. He wrapped her padded coat more closely about the stooping shoulders and with tearful eyes and an aching heart he said farewell.

The trembling mother's voice was full of unselfish love as she gave her last **injunction**. "Let not thine eyes be blinded, my son." She said. "The mountain road is full of dangers. LOOK carefully and follow the path which holds the piles of twigs. They will guide you to the familiar path farther down". The son's surprised eyes looked back over the path, then at the poor old, **shriveled** hands all scratched and soiled by their work of love. His heart broke within and bowing to the ground, he cried aloud: "Oh, honorable mother, your kindness breaks my heart! I will not leave you. Together we will follow the path of twigs, and together we will die!"

Once more he shouldered his burden (how light it seemed now) and hastened down the path, through the shadows and the moonlight, to the little hut in the valley. Beneath the kitchen floor was a walled closet for food, which was covered and hidden from view. There the son hid his mother, supplying her with everything she needed, continually watching and fearing she would be discovered. Time passed, and he was beginning to feel safe when again the governor sent forth heralds

bearing an unreasonable order, seemingly as a boast of his power. His demand was that his subjects should present him with a rope of ashes.



The entire province trembled with dread. The order must be obeyed yet who in all Shining could make a rope of ashes? One night, in great distress, the son whispered the news to his hidden mother. "Wait!" she said. "I will think. I will think" On the second day she told him what to do. "Make rope of twisted straw," she said. "Then stretch it upon a row of flat stones and burn it on a windless night." He called the people together and did as she said and when the blaze died down, there upon the stones, with every twist and fiber showing perfectly, lay a rope of ashes.

The governor was pleased at the wit of the youth and praised greatly, but he demanded to know where he had obtained his wisdom. "Alas! Alas!" cried the farmer, "the truth must be told!" and with deep bows he related his story. The governor listened and then meditated in silence. Finally he lifted his head. "Shining needs more than strength of youth," he said **gravely**. "Ah, that I should have forgotten the well-known saying, 'with the crown of snow, there cometh wisdom!'" That very hour the cruel law was abolished, and



custom drifted into as far a past that only legends remain.

### About the Author:

Matsuo Basho (1644-1694) is one of the most famous poets of Japan. In Japan, many of his poems are seen on monuments and traditional sites. Basho was introduced to poetry at a young age, and he quickly became well known throughout Japan. He made a living as a teacher but later travelled throughout the country to gain inspiration for his writing.



## Glossary

**despotic** (adj.) – tyrannical, cruel

**proclamation** (n) – announcement

**barbarous** (adj.) – extremely brutal or mercilessly harsh

**abandon** (v) – desert, give up completely

**reverence** (n) – deep respect

**mandate** (n) – an official order

**summit** (n) – the topmost point of a hill or mountain

**injunction** (n) – an order restraining someone from performing an act

**shriveled** (adj.) – wrinkled and contracted due to old age or due to strain

**gravely** (adv.) – seriously

**A. Rearrange the sentences given below in the correct sequence.**



1. The son made up his mind to take back his mother home.
2. A farmer decided to leave his old mother on top of a mountain.
3. The governor realized his mistake and abolished the law.
4. Once in Shining, a cruel ruler declared that all old people must be put to death.
5. Using the clever idea of his mother, the farmer made a rope of ashes.
6. When the farmer bade farewell, she advised him to return home with the aid of twigs.
7. Filled with dread, he hid his mother in his home.
8. The mother dropped the small twigs as markers on the way to help her son return.

**B. Answer the following questions in one or two sentences.**

1. What was the cruel announcement made by the leader?
2. Why was the farmer filled with sorrow?
3. What were the things carried by the farmer to the summit of the mountain?
4. Why did the mother become anxious as they climbed up the mountain?
5. What did the mother drop along the way?



6. What was the advice given by his mother for the safe return of her son?
7. Why did the farmer's burden seem to be light on his way back home?
8. Where did the farmer hide his mother?
9. How did the farmer make the rope of ashes? On whose suggestion did he do it?
10. How did the Governor realize his mistake?

**C. Answer each of the following in a paragraph of 120 to 150 words.**

1. Narrate the circumstances that led to the abandoning of the aged in Shining.
2. Describe the farmer's painful journey up the mountain.
3. 'The old are wise'. Prove this with reference to the story 'The Aged Mother'.

**D. Identify the character/speaker.**

1. He gave orders for the aged to be put to death.
2. He considered the order to be the kindest mode of death.
3. She quietly dropped some twigs on the way.
4. Let not thine eyes be blinded.
5. Together we will follow the path , together we will die.
6. I will think. I will think.
7. The truth must be told.

8. He listened and meditated in silence.
9. Shining needs more than the strength of the youth.
10. With the crown of snow there cometh wisdom.

**E. Choose the appropriate answer and fill in the blanks.**

1. Shining was governed by a \_\_\_\_\_ leader.  
a) strict                      b) kind  
c) cruel                        d) diplomatic.
2. The \_\_\_\_\_ was the principal food for the poor.  
a) wheat                      b) brown rice  
c) unwhitened rice        d) millet.
3. The road was crossed and re-crossed by many path made by the \_\_\_\_\_.  
a) hunters and woodcutters  
b) robbers and thieves  
c) vendors and tradesmen  
d) wildlife photographers and trekkers
4. Gathering \_\_\_\_\_ he made a soft cushion and tenderly lifted his old mother onto it.  
a) dry leaves                      b) fallen pine  
c) broken twigs                      d) flowers
5. The governor demanded that his subjects should present him with a \_\_\_\_\_.  
a) basket of fruits  
b) rope of ashes  
c) flesh of animals  
d) bag of silverwares



## ICT CORNER

# Grammar – Phrases And Clauses

- ❖ To learn the Phrases
- ❖ To use appropriate verbs and create phrases

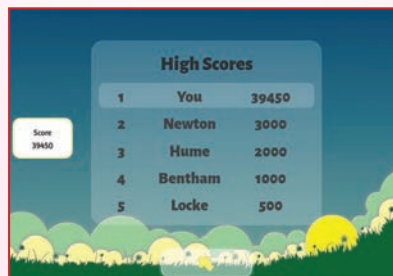


### Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Enable flash to play the game
3. Select any one content and start playing
4. Click the correct parts of sentences and frame meaningful sentences
5. Check your scores at the end of the game



Step 1



Step 2



Step 3



### Download Link

Click the following link or scan the QR code to access the website.

<https://www.gamestolearnenglish.com/fast-phrases/>

\*\* Images are indicative only.